

GRADE 5 ARTS & HUMANITIES

Note: These definitions apply to all descriptors:

Effective	Successfully produces desired effect.
Appropriate	Fits or is suitable to the given situation.
Relevant	Demonstrates a significant bearing upon the matter.
Sufficient	Enough (as defined in individual scoring guides)
Insightful	Shows depth of perception
Underdeveloped	Not adequately developed
Extensive	Reflecting a breadth and depth of knowledge
Broad	Reflecting a breadth of knowledge
Minimal	The least possible awareness
Basic	A beginning understanding

	<u>DISTINGUISHED</u>	<u>PROFICIENT</u>	<u>APPRENTICE</u>	<u>NOVICE</u>
<u>Knowledge</u>	Student demonstrates extensive knowledge of the elements and historical/ cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates broad knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates basic knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates minimal and/or incorrect knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.
<u>Application</u>	Student demonstrates consistent, effective application of knowledge of the elements and historical/ cultural context of music, dance, drama/ theatre, and visual arts as identified in the fifth grad Arts and Humanities core content to solve problems and/or address issues.	Student demonstrates effective application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content to solve problems.	Student demonstrates correct application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content in some situations.	Student demonstrates underdeveloped or inappropriate application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content to solve problems.
<u>Concepts and Vocabulary</u>	Student demonstrates extensive understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates broad understanding of concepts and vocabulary related to the elements and historical/ cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates basic understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates minimal understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Student demonstrates effective communication skills with insightful use of supporting examples and/or relevant details about the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates effective communication skills using supporting examples and/or sufficient details about the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates basic communication skills using supporting examples and/or sufficient details about the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates ineffective communication skills using supporting examples and/or sufficient details about the elements and historical/cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.
<u>Critical Thinking</u>	Student demonstrates extensive use of critical thinking skills as identified in the fifth grade Arts and Humanities core content.	Student demonstrates broad use of critical thinking skills as identified in the fifth grade Arts and Humanities core content.	Student demonstrates basic use of critical thinking skills as identified in the fifth grade Arts and Humanities core content.	Student demonstrates minimal use of critical thinking skills as identified in the fifth grade Arts and Humanities core content.

GRADE 8 ARTS & HUMANITIES

Note: These definitions apply to all descriptors:

Effective	Successfully produces desired effect.
Appropriate	Fits or is suitable to the given situation.
Relevant	Demonstrates a significant bearing upon the matter.
Sufficient	Enough (as defined in individual scoring guides)
Insightful	Shows depth of perception
Underdeveloped	Not adequately developed
Extensive	Reflecting detailed and developed knowledge
Broad	Reflecting developed knowledge
Minimal	The least possible awareness
Basic	A beginning understanding

	<u>DISTINGUISHED</u>	<u>PROFICIENT</u>	<u>APPRENTICE</u>	<u>NOVICE</u>
<u>Knowledge</u>	Student demonstrates extensive knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates broad knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates basic knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates minimal and/or incorrect knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.
<u>Application</u>	Student demonstrates consistent, effective application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content to solve problems and/or address issues.	Student demonstrates effective application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content to solve problems.	Student demonstrates correct application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content in some situations.	Student demonstrates underdeveloped or inappropriate application of knowledge of the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content to solve problems.
<u>Concepts and Vocabulary</u>	Student demonstrates extensive understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates broad understanding of concepts and vocabulary related to the elements and historical/ cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates basic understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates minimal understanding of concepts and vocabulary related to the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Communication</u>	Student demonstrates effective communication skills with insightful use of supporting examples and/or relevant details about the elements and historical/ cultural context of music, dance, drama/theatre, and visual arts as identified in the eighth grade Arts and Humanities core content.	Student demonstrates effective communication skills using supporting examples and/or sufficient details about the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates basic communication skills using supporting examples and/or sufficient details about the elements and historical/ cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.	Student demonstrates ineffective communication skills using supporting examples and/or sufficient details about the elements and historical/cultural context of music, dance, drama/theatre, visual arts, and literature as identified in the 8th grade Arts and Humanities core content.
<u>Critical Thinking</u>	Student demonstrates extensive use of critical thinking skills as identified in the 8th grade Arts and Humanities core content.	Student demonstrates broad use of critical thinking skills as identified in the 8th grade Arts and Humanities core content.	Student demonstrates basic use of critical thinking skills as identified in the 8th grade Arts and Humanities core content.	Student demonstrates minimal use of critical thinking skills as identified in the 8th grade Arts and Humanities core content.

GRADE 11 ARTS & HUMANITIES

Note: These definitions apply to all descriptors:

Effective D,P Successfully produces desired effect.
Appropriate D,P,A Fits or is suitable to the given situation.
Relevant D,P,A,N Demonstrates a significant bearing upon the matter.
Sufficient P Enough (as defined in individual scoring guides)
Insightful D Shows depth of perception

Underdeveloped N Not adequately developed
Extensive D Reflecting a breadth and depth of knowledge
Broad P Reflecting a breadth of knowledge
Limited N The least possible awareness
Basic A A beginning understanding

	<u>DISTINGUISHED</u>	<u>PROFICIENT</u>	<u>APPRENTICE</u>	<u>NOVICE</u>
<u>Knowledge</u>	Student demonstrates extensive knowledge of the elements and/or historical/ cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates broad knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, and literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content. (May have a missing part or minor errors)	Student demonstrates basic knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, and literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content. (May have incorrect/irrelevant pr missing parts)	Student demonstrates limited and/or incorrect knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11 th grade Arts and Humanities core content.
<u>Application</u>	Student demonstrates consistent, effective application of knowledge of the elements and/or historical/cultural context of music, dance, drama/ theatre, visual arts, literature, and their interrelatedness as identified in the 11 th grade Arts and Humanities core content to solve problems and/or address issues.	Student demonstrates effective application of knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, and literature and their interrelatedness as identified in the 11th grade Arts and Humanities core content to solve problems.	Student demonstrates correct application of knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11 th grade Arts and Humanities core content in some situations.	Student demonstrates underdeveloped or inappropriate application of knowledge of the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.

	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
<u>Concepts and Vocabulary</u>	Student demonstrates extensive understanding of concepts and vocabulary related to the elements and/or historical/ cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates broad understanding of concepts and vocabulary related to the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates basic understanding of concepts and vocabulary related to the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates limited understanding of concepts and vocabulary related to the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.
<u>Communication</u>	Student demonstrates effective communication skills with insightful use of supporting examples and/or relevant details about the elements and/or historical/ cultural context of music, dance, drama/theatre, and visual arts as identified in the fifth grade Arts and Humanities core content.	Student demonstrates effective communication skills using supporting examples and/or sufficient details about the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates basic communication skills using supporting examples and/or sufficient details about the elements and/or historical/ cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.	Student demonstrates ineffective communication skills using supporting examples and/or sufficient details about the elements and/or historical/cultural context of music, dance, drama/theatre, visual arts, literature, and their interrelatedness as identified in the 11th grade Arts and Humanities core content.
<u>Critical Thinking</u>	Student fulfills all requirements of the question and demonstrates extensive use of critical thinking skills as identified in the 11th grade Arts and Humanities core content.	Student fulfills essential requirements of the question and demonstrates broad use of critical thinking skills as identified in the 11th grade Arts and Humanities core content.	Student fulfills partial requirements of the question and demonstrates basic use of critical thinking skills as identified in the 11th grade Arts and Humanities core content.	Student fulfills limited requirements of the question and demonstrates limited use of critical thinking skills as identified in the 11th grade Arts and Humanities core content.